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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide suggests ways of using the newspaper in the classroom and serves as an idea kit for introducing elementary school students to the newspaper. The two booklets comprising this kit provide background descriptions of the newspapering process, tips for good writing, suggestions for bulletin boards using the newspaper-in-the-classroom concept, and activities that generally require using the newspaper to teach writing, current events, mathematics, and reading, related language arts activities. (RB)

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Newspaper in the Classroom

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IDEA KIT

For Teachers

HAWAII NEWSPAPER AGENCY
605 Kapiolani Blvd.
Honolulu, Hawaii

OS 801 699

THE NEWS BUILDING

home of

The Honolulu Advertiser Honolulu Star-Bulletin

(Sunday) Star-Bulletin & Advertiser

NEWSPAPER BACKGROUND

This part of your Idea Kit introduces you to your daily newspaper.

You'll do a much better job in your classroom - either teaching about the newspaper or using it as a supplemental text - if you know as much as possible about it.

We suggest you supplement the following material with a copy of our booklet, "How To Read Your Daily Newspaper", attend workshops whenever they are offered, and arrange a tour of our plant.

Also, feel free to call the education office of the Hawaii Newspaper Agency at any time.

Newspapering is an exciting business. We guarantee you'll enjoy both learning about it and teaching about it.

Newspaper in the Classroom

An Educational Project of the Hawaii Newspaper Agency

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NEWS AND NEWSPAPERS

"Communication requires a minimum cast of two -- one who writes and one who reads; one who speaks and one who listens."

For a long time, men have needed to communicate with one another. The cavemen told their stories with pictures; other cavemen read their stories.

Between cave writing and the first newspapers, men passed news around in various ways.

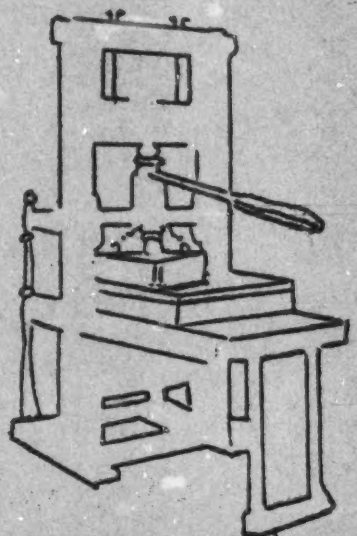
Ballad singers went from village to village singing about things they had seen or heard. Their news was probably not very accurate but they were welcomed wherever they went.

Court announcements appeared in Rome as early as 69 B.C. These "Acta Diurna" (Acts of the Day) told about the daily activities of the Roman Senate and were posted in public places throughout the city.

Letter writing was the most important way to exchange news from the time of the Acta Diurna until after the American Revolution. Writers who were professional scribes wrote long letters about many things that still make news -- battles, food prices, ships, crop conditions, government. The receiver did not consider his letter private; he posted it for many to read or read it aloud at the village inn or the meeting house.

In the early 1500s, not long after the invention of printing, pamphlets and broadsides became very popular. These were the first publications resembling a modern newspaper. Printed on only one side, they reported the most important happenings and were sold at fairs and at special shops.

In the early 1600s, regularly published newspapers were started in Germany, Austria and the Netherlands. The London Gazette was begun in England in 1665 and used the word "newspaper" for the first time.



THE FIRST NEWSPAPERS IN AMERICA

In 1690 in Boston, Benjamin Harris started a newspaper called "Public Occurences, Both Foreign and Domestic." It was suppressed after the first edition because it commented on actions by Massachusetts officials.

The next newspaper in America, the 13th in the world, was started in 1704.

John Campbell, the Boston postmaster, published the Boston News-Letter which lasted for 72 years.

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By 1775, there were 37 newspapers in the colonies, none of them dailies. They were small; the news was generally old; they were not read by the masses because they were expensive and because many people could not read.

The press, however, came into its own during the Revolutionary War. It opposed English laws, urged independence from England, provided enthusiasm for the revolutionary cause, aroused public support. For the first time, the country's leaders realized the power of the press.

Between the Revolutionary War and the Civil War, every group had its newspaper and every newspaper printed only the views of its particular party. To be well-informed, the citizen had to buy many newspapers.

Newspapers grew rapidly in the middle 1800s. New printing methods meant faster and cheaper papers; free, public schools created millions of new readers; immigration caused a population explosion; the invention of oil and gas lamps made night reading popular; for the first time, women were becoming readers.

Also in the mid 1800s came the telegraph, the railroad and the steamship. These meant swifter transmission of news and faster delivery of newspapers. Both timeliness and competition entered the newspaper business for the first time.

Not long after the Civil War, newspapers had developed the form they have today. News not just political news, became the newspapers' chief function. News and editorial opinion were firmly separated. As one New York newspaper said: "Men now think for themselves....They demand the facts for forming independent conclusions....Both sides get a hearing in the news department."

In the first half of the 20th century, there were further improvements. News of the same kind - sports, national, social, and so on -- was grouped together for ease of reading. Writing became simpler, shorter, more readable and more interesting. And as economic, social, political and scientific news became more complicated, reporters who were experts in these fields interpreted and explained.

Thus grew the newspaper of today. It's both a private business operated for profit and a public service institution one of whose main jobs is protecting the citizen. It's the ombudsman of the community with the highest ideals of accuracy, fairness, honesty and responsibility.

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HAWAII'S MAJOR DAILIES

a capsule history of THE ADVERTISER and the STAR-BULLETIN

The Honolulu Advertiser and the Honolulu Star-Bulletin have been telling the story of Hawaii since the days of the monarchy. They were not the first newspapers in the Islands. The first paper was Ka Lama Hawaii. It began publication in 1834 and was printed in Hawaiian. The first English newspaper, the weekly Sandwich Island Gazette and Journal of Commerce, made its appearance in 1836.

Ka Lama Hawaii and the Gazette, along with many other small papers of Hawaii's earlier days, have long since disappeared. The Advertiser and the Star-Bulletin have survived.

The newspaper that grew to be The Advertiser was founded in 1856. In the beginning it was known as the Pacific Commercial Advertiser and was published only once a week.

The weekly Pacific Commercial Advertiser had been in existence for 26 years when a daily competitor appeared. It was known as the Daily Bulletin. The Advertiser reacted vigorously to the newcomer. It promptly shifted from weekly to daily publication. And thus began the vigorous competition that has existed between the two newspapers right up to the present.

It is significant that the man who founded the Advertiser was the son of a missionary couple. His name was Henry M. Whitney. He printed his first edition on an old hand press. Honolulu was then a sleepy little whaling port of 10,000 people. The big news in Whitney's first paper was the wedding of King Kamehameha IV. But most of the first page was devoted to advertising—52 advertisements in all. The paper gave considerable attention to sailing ships that crowded Honolulu's harbor. The schedules of some 300 vessels were listed.

Whitney stated his aims in the first edition: "A reliable domestic newspaper devoted to inter-island commerce, agriculture and whaling interests in the Pacific, and independent of government control and patronage."

His desire for freedom from control was his main reason for founding the newspaper. He had earlier been associated with a paper known as the Polynesian. It was supported by the Hawaiian monarchy and was strongly pro-British.

Whitney operated the Pacific Commercial Advertiser with fierce independence. He was unrelenting in his opposition to the infant sugar industry's proposals to import "coolie" labor from the Orient. And, as an interesting footnote, he opposed the hula. It was pagan, he declared, and took workers away from their jobs.

Whitney owned the paper until 1870. Then, when he sold out, he remained as editor. Ten years later, the paper was sold again and Whitney promptly quit. The new owner was the great sugar baron, Claus Spreckels, the man for whom Spreckelsville, Maui, is named. Whitney disagreed with much that Spreckels stood for. For one thing, Spreckels was a Royalist.

So, after 24 years with the paper he founded, Editor Whitney left the Advertiser. But he was by no means out of the business of telling the news. After a trip to the Mainland, he returned to Honolulu and purchased a stationery store. Each day he tacked on the door news bulletins on ship arrivals and departures and other items of interest to his customers.

A businessman named James Robertson purchased the store in 1882 and converted the daily news bulletins into a full-fledged newspaper, the Daily Bulletin. Shortly afterwards, he changed the name to the Evening Bulletin.

So, if you want to stretch [illegible] today at a point a little, you [illegible] can say that Henry [illegible] M. Whitney, [illegible] the [illegible] manicated by Mathews, who for a decade who [illegible] founded [illegible] the Adver- [illegible] tiser, played a [illegible] role in the begin- [illegible] ning of the Star-Bul- [illegible] letin. At least it can be said that the bulletins on the door of his stationery store gave the present afternoon newspaper half of its name.

The Pacific Commercial Advertiser's conservative position under Spreckels was not popular. In 1888, it was sold to the Hawaiian Gazette Company and Whitney returned to take over the paper's management again. He remained until 1893.

A young man named Lorrin A. Thurston was secretary of the Hawaiian Gazette Company when it purchased the Advertiser. He was to be a militant leader in Hawaiian affairs for more than half a century. He was to win a reputation as a fearless fighter for better social and political conditions.

Thurston, like Whitney, was the son of missionaries. Born in Honolulu, he became an attorney, a legislator, minister of the interior under King Kalakaua. He drafted a new constitution for the Kingdom of Hawaii. It was adopted in 1887. After the overthrow of the monarchy, he served twice as Hawaii's annexation commissioner in Washington.

Thurston's first venture into newspapering was in the 1880's when he was editor of the Evening Bulletin for a short time.

He purchased the Pacific Commercial Advertiser in 1895 and was its publisher until his death 36 years later.

A year before Thurston acquired the Advertiser, a young man had arrived from Maine to be its editor. His name was Wallace Rider Farrington. He left the Advertiser after three years to gain prominence as editor and publisher of the rival newspaper and fame as the governor of Hawaii. We shall hear more about him later.

Publisher Thurston officially changed his paper's name from the Pacific Commercial Advertiser to The Honolulu Advertiser in 1921.

In 1922, a newspaperman from Pittsburgh stopped in Honolulu while on a trip around the world. He was Raymond S. Coll and his stop-over lasted for 37

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years. A much-respected editor, he played a major part in moving Hawaii from provincialism to internationalism, from a plantation-dominated territory to a modern state. He retired in 1959 at the age of 84.

George Chaplin who had come to The Advertiser only shortly before succeeded Coll. Formerly editor of the New Orleans Item, Chaplin is The Advertiser's present editor.

In 1931, Lorrin P. Thurston had succeeded his father as president and publisher of The Advertiser. He was active in civic affairs and a leader in Hawaii's tourist industry. He served as chairman of Hawaii's statehood commission.

His nephew, Thurston Twigg-Smith, became publisher in 1961, a position he holds today. He has been associated with The Advertiser all of his business life, since 1946. The Twigg-Smith family presently holds the controlling interest in Advertiser stock.

Now let's return to Wallace Rider Farrington. He had gone from the Pacific Commercial Advertiser to the Evening Bulletin in 1897. He later purchased control of the paper, control which the Farrington family held until 1961.

Farrington believed wholeheartedly in the destiny of the Islands. When the Evening Bulletin merged with the Hawaiian Star in 1912 to become the Star-Bulletin, he acquired an editor who shared his beliefs.

Riley H. Allen was city editor of the Hawaiian Star. He remained as editor of the Star-Bulletin until he retired 48 years later. His name was to become legend in newspapering in Hawaii.

Allen worked tirelessly for the Territory and then for the State. He maintained contact with hundreds of people in all walks of life. He lived by the basic creed of Wallace Farrington—that all people should have equal rights. His efforts on behalf of Hawaii's racial minorities were endless.

When Wallace Farrington was appointed governor in 1921, his son took over as managing editor of the Star-Bulletin.

Joseph R. Farrington had grown up in the newspaper business. He had contributed regularly to the news columns and had been Washington correspondent for several newspapers, including the Star-Bulletin. He became president and general manager when his father died in 1933.

He topped his long career of service to Hawaii by serving as its delegate to Congress from 1942 until his death in 1954. His wife, Elizabeth, completed his term and then was elected for one term.

In 1961, a group of Honolulu businessmen bought the Star-Bulletin from the Farrington Estate. They were Chinn Ho, the late J. Ballard Atherton, Alexander S. Atherton, William H. Hill and John T. Waterhouse.

L. Porter Dickinson who joined the Star-Bulletin in 1927 is publisher. A. A. Smyser is the present editor. He started working for the Star-Bulletin in 1946 and succeeded William H. Ewing in 1966.

Over the decades, the two newspapers have disagreed editorially on a vast number of subjects. They still can't agree on whether it is Rainbow Island or Sand Island. On one subject they have long stood together. Both fought vigorously for statehood; both proclaimed it loudly when it was granted.

The Advertiser and the Star-Bulletin are now and have always been completely separate newspapers. There is no overlap in ownership or editorial staffs.

Until 1961, they maintained separate production plants in separate parts of town. In 1961, they established jointly a third company called the Hawaii Newspaper Agency which takes care of the non-editorial production chores of both newspapers.

The Agency plan is not unique to Hawaii. It is being used successfully in many parts of the Mainland to cut down on the tremendous costs of putting out a newspaper.

Prior to 1961, for example, each newspaper owned its own presses which printed its own newspaper and then stood idle. Now, the Agency operates presses on which both newspapers are printed. The results are both economy and a better product.

The Agency has 700 employees who perform all functions for both newspapers except the editorial functions.

Both newspapers now occupy the former Advertiser Building. It has been renamed the News Building. The size of the plant has more than doubled in recent years.

Competition between the two newspapers is probably greater today than ever before.

THE SUNDAY PAPER

The Sunday Star-Bulletin & Advertiser carries the names of both dailies but is produced editorially entirely by The Advertiser. Because it bears both names, it is available on a seven-day basis to subscribers of both newspapers.

Before the papers set up their mutual production plan, each had a Sunday paper. Obviously, it was impossible to print two big Sunday papers on the same press. During the week there was no conflict. The solution to the two-Sunday-paper dilemma was to have one paper tied by name to both dailies.

HAWAII'S OTHER NEWSPAPERS

Hawaii has three other English-language newspapers of general paid circulation.

They are the Hawaii Tribune-Herald, a daily with a Sunday edition in Hilo; The Garden Isle, published on Mondays and Wednesdays at Lihue; and the Maui News, published on Wednesdays and Saturdays at Wailuku.

The Hawaii Times and the Hawaii Hochi, printed in Honolulu, are bi-lingual, containing both Japanese and English. Both are dailies but neither has a Sunday edition.

Two Chinese language dailies are also published in Honolulu. They are the United Chinese Press and the New China Daily Press. Neither has a Sunday edition.

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STAFFING - DAILY NEWSPAPER

Diagram No. 1 shows the editorial staff of a typical metropolitan daily. This is the heirarchy of The Honolulu Advertiser but is basically the same for all newspapers of similar size.

Not shown on the diagram are the reporters. They are, however, the essential ingredient for any newspaper.

The publisher is either the owner or someone employed by the owners. At the Advertiser, the publisher, Thurston Twigg-Smith, is also the major owner. At the Star-Bulletin, Porter Dickinson is the publisher. The owners are Chinn Ho, Alexander Atherton and John Waterhouse.

The editor sets the policy for the newspaper through the editorial page. Major policy decisions may be made in conjunction with the publisher and/or the owners although owners who are not newspapermen tend to leave policy decisions to the professionals. Once the editor supports a particular position, it becomes the position of the newspaper. The editors of both the Advertiser and the Star-Bulletin have assistants to help them research, prepare and write material. Both papers have editorial cartoonists.

The chief of staff of the newspaper operation is the managing editor. It is his job to see that every day a complete package reaches the hands of the subscribers. He oversees the day-by-day operation of the paper. He hires and fires news personnel, allocates space and makes dozens of decisions during the course of a day which affect the day's product.

The city editor is responsible for the gathering of all state news. The city editor on the Advertiser aims to get the big news ahead of the city editor on the Star-Bulletin and vice-versa. He's the boss of the reporters - both those who cover specific beats and those who are on general assignment. Special departments, however, have their own reporters.

The news editor must be familiar with all the news that comes into the city room. This includes wire copy from the wire services as well as local news. He is responsible for the placement of stories.

The sports editor has sports reporters working for him covering surf meets and baseball games and the Hawaiian Open and all other sports events.

The women's editor also has a staff of reporters, all of them women. They write stories on events of primary interest to women.

The Honolulu Advertiser is completely responsible for the Sunday paper. It has a Sunday editor.

Under union rules, reporters cannot take pictures and photographers cannot write stories. Each paper has a photo department. If the city editor wants art to go with a story he sends a photographer along with the reporter who is getting the story.

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All papers have columnists. Some write night club columns, some write teen-age columns, some write sports columns, some write humorously about everyday events.

The art department provides maps and graphs and any other art work to illustrate a story.

Copy boys perform all sorts of important functions. They pick up and distribute mail; act as messengers both inside and outside the office; make sure the right comic strips are in for the right day; do almost anything that the editors require.

Most large newspapers have a cartoonist to interpret the local or national scene humorously through pictures. There are also syndicated cartoons, purchased by the newspaper.

REPORTER TO READER

A story moves through many hands before it reaches the reader.

In the process, it appears in many forms - as words typed on a sheet of copy paper; as pukas in yellow and green tape; as metal from a linotype machine; as impressions on a papier-mache matrix; as part of a curved metal plate; and, finally, as printed material on a page of newsprint.

It starts each time with a reporter. He types it himself or dictates it to a rewrite man in the city room.

Diagram No. 2 wi supplement a tour of the newspaper plant. It can be transferred to a transparency for use on an overhead projector.

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Diagram No. 1

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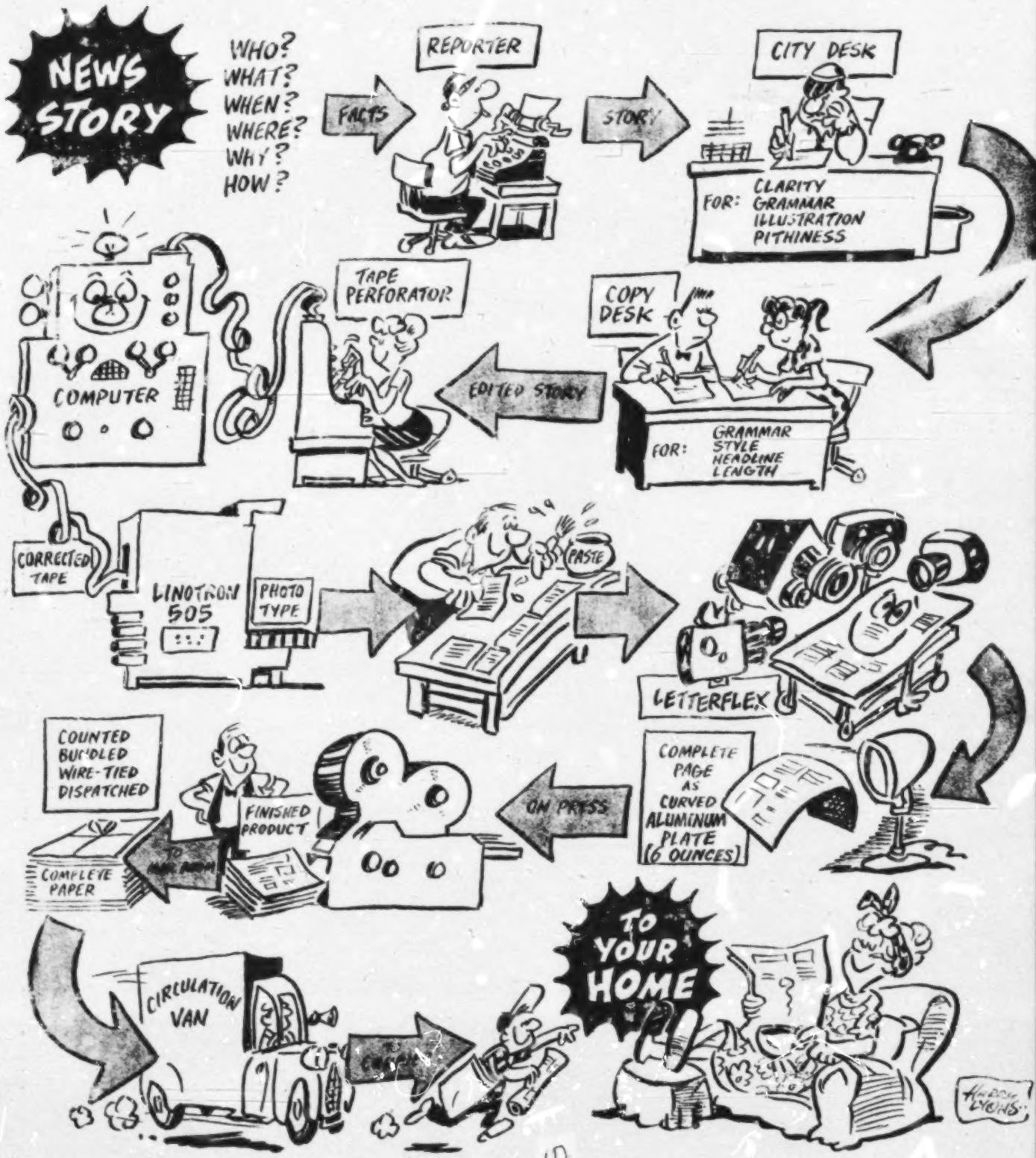
Reporter to Reader



newspaper talk

...ived that afternoon 10 ...ars ago was almost riots. Soldiers ... have ... to hold back ... ands ... Islanders who had ... there at Wheeler Field.

As soon as the yellow-and-... monoplane was sighted, ... sustained roar went up ... on the airfield crowd and ... ople in Honolulu's streets ... lled greetings ... Goebel ... nked his plane over the ... ty and flew for Wheeler.

Goebel's time was 25 hours ... 10 minutes from Oak... He flew a Travelair ... the "Woolaroc" ... powered by a sin... ...epower Wright

... ...ing for the two missing planes and two naval fliers were killed earlier while practicing for the Dole Derby.

Critics said these deaths proved the ocean was not meant for airplane travel. Some said Dole should have ... contest of ... air race.

Goebel, after his ... yesterday, spoke of his years as an Air Force officer, including service in World War II and Korea.

He was a personal friend of Frank Phillips, the early petroleum tycoon.

Goe... spent about 10 ...Phillips's employ, pe... skywriting. ...kin... that was Phillips. Goebel ...his ... the derby.

His plane, the "Aloha," was eventually sold to a New York newspaper and burned in a hangar fire.

Jensen, immediately after the derby, got a job with Metro-Goldwyn-Mayer to fly the movie-maker's Lion... ...the Lion — ... New York ...

...ensen said his plane was ... past capacity and the ... and ...fo...und caged ... lion came down hard in a canyon near Arizona's Tonto Rim country. Pilot and passenger survived and to Jensen's relief, the cage ... in one piece.

Goebel and Jensen ... be guests of honor ... luncheon ... Chamber of ... Hawaii ... waiian ...

...the American League. ...derstand it (Tiger Stad... is a hitter's ball park. ... different from here (... ton's Astrodome). I've ... hit three homers he... year."

Mathews, with 507 home runs, ranks se... the all-time list an... more homers tha... third baseman.

He was ob... tros fro... list ... ...is ... run ...

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early edition, started printing a picture of one of owner William Randolph Hearst's favorite bulldogs.

ART — Philosophers and intellectuals have argued for centuries about "What is Art?" In the newspaper business, there isn't much argument. It's any picture or illustration. Pictures in the daily newspapers come from a variety of sources. Local pictures come from a staff of trained photographers as well as from Neighbor Island correspondents. Sometimes an amateur snaps an unusually fine news picture. For national and international events the papers receive cablephotos or air mailed photos from United Press International and from the Associated Press.

BEAT — A beat to a newspaper reporter means two things: an exclusive story, also known as a scoop, and the news he is assigned to cover. Each "beat" reporter works directly under the city editor or assistant city editor, conferring with him in person or by telephone. On fast-breaking stories, he often gives his information by telephone to another reporter known as a rewrite man.

BREAK — Ever hear a newspaperman talk about "breaking" a story? Or "jumping" a story? Breaking a story can be one of two things: getting the story released or continuing it from one page, usually Page 1, to another. Jumping also means continuing a story.

BULLDOG — A bulldog to a newspaperman is not only a special breed of dog but also the first edition of a newspaper. The term is supposed to have originated half a century ago when one of the Hearst newspapers, to identify its

DEADLINE — Most readers of daily newspapers probably know what a deadline is because they have their own deadlines to meet: getting to work on time, getting children to school on time, paying bills and so on. A newspaper reporter has not one but many deadlines. And all deadlines must be met if the carrier is to deliver the paper on time. There's a deadline for a story to be written, another one for it to clear the copy desk where it's checked and a headline written. Then there are consecutive deadlines in the composing room. And to add another complication, there are separate deadlines for engraving cuts to be made from pictures and for advertising copy.

EAR — To most people, an ear is something to hear with. To a newspaperman, it's the top corners of the front page of the newspaper. The daily newspapers use their "ears" for a variety of purposes. Occasionally one is used to give the weather statistics, or to call attention to some event of statewide importance, like the Red Cross Fund Drive.

HANDOUT — A handout used to be something you gave a beggar at your back door. To a newspaperman, it's a "news release" put out by a publicity man seeking favorable mention for his client. There never is any charge to anyone for a news item or story. News space is not for sale; it's to inform readers.

LINE — A "line" to some people is fast talk, to others merchandise, to others something to use in catching fish. To

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a newspaperman it's the biggest headline on Page 1. Some newspapermen call it a "banner" or a "flag." Whatever the term, it's the top story of the day in the news editor's judgment.

MORGUE Morgue refers to two things in newspaper talk. To a police reporter, it's the place where police officials take bodies. It's also a slang term for a newspaper library. The Hawaii Newspaper Agency library contains an almost countless amount of material and information about persons and events. Every page of every issue of both The Advertiser and the Star-Bulletin is reproduced on microfilm. In addition there are thousands of clippings taken from issues of the paper and thousands of pictures of individuals and news events.

PROOF A newspaper proof is a print taken from type for the purpose of correction or examination before the paper goes to press. Several proofs are made of each story. One is read and compared with the original story by proofreaders to catch errors made when the story was set in type. Other proofs go to the copy desk where the story was edited and headlined, to the managing editor for information. Despite all the checking that is done on proofs, newspapers sometimes contain errors. The men and women who produce the papers try to make them perfect products but, since there are scores of thousands of words of news every day, it's not an easy task.

REWRITE In some newspaper offices, a rewriteman does just what the title implies. He rewrites copy. In most newspaper offices, his job is much more important. Because papers are published when news is breaking, many reporters on beats such as police headquarters don't have the time to return to the office to write their stories. They phone the details to a "rewriteman." He actually writes the story, often checking other reporters or news sources for additional details.

ROP COLOR ROP color is a phrase being used increasingly in the newspaper business, It's an abbreviation of "run of paper" color. It means that a newspaper can print color or colors on any page at any time.

SCREEN At home, a newspaper engraver uses a screen just like you do—to keep flies out. In his work, though, a screen helps him reproduce pictures. If you'll look at a newspaper picture under a microscope, you'll discover thousands of tiny dots, some black, some gray, some white. The engraver's "screen" determines which dots are to be which color and it also enables him to reproduce pictures.

SLOTMAN A newspaper "slotman" is the copy editor who passes on all stories before they go to the composing room to be set in type. He's called a slotman because he traditionally sits in the "slot" of a U-shaped desk with other copy readers on the outside of the "U."

TELEGRAPH OR WIRE Telegraph news is another newspaper phrase that doesn't mean what it says. It refers not to news about telegraph companies or even news delivered by Western Union. It's news provided to newspapers by press associations—news from all over the world. The phrase "telegraph" news originated half a century ago when national and international news was transmitted between telegraphers using the Morse Code. Today that news comes into Honolulu from the United Press International and from the Associated Press on teletype machines.

30 To a newspaperman it's the way to indicate the end of a story. He writes 30 when he's completed his writing. The origin of its use goes back to the days when national and international news was transmitted by telegraphers using the Morse Code. "30" was their symbol for the end of a story, "77" meant "best regards" and "88" stood for "love and kisses."

TURTLE A turtle in newspaper conversation isn't the kind you find in the sea. It's a waist-high, heavy metal table on which pages of type are put together in the composing room. Each "turtle" must support more than 90 pounds of weight when the page of type is put together. On the front page of your daily newspaper there may be more than 1,000 separate pieces of type, each of which must be in its proper place.

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SOME MORE IMPORTANT NEWSPAPER TERMS

AP—Abbreviation for Associated Press.
ASSIGNMENT—A story that a reporter has been detailed to cover.
BANNER—A headline in large letters running across the entire width of the first page.
BODY TYPE—Type used in the story, not in the headline.
BYLINE—Name of the writer.
CAPS—Abbreviation for capital letters.
CAPTION—A title or explanatory note accompanying a picture.
CITY DESK—The center of the news gathering operation—where the city editor and his assistants direct reporters and read copy.
CITY ROOM—(Newsroom) Where the reporters work.
COMPOSE—To set type.
COPY—All manuscript or printed matter prepared for printing.
COPYREADER—A newspaper worker who corrects or edits copy written by reporters. He may also write the headline for it.
COVER—To get all the facts for a news report and write it up.
CUB—A beginning, inexperienced reporter.
DATE LINE—The line at the beginning of a story giving the place and date of the reported event.
DUMMY—A diagram or layout of a newspaper page, showing the placement of stories, headlines and pictures.
EM AND PICA—Units of measure for printed matter.
FEATURE—A distinctive or prominent article, story or picture.
FEATURE STORY—A story in which the interest lies in some factor other than the news value. An elaboration of some specific point in a news story.
FILLER—A story with little news value, used to fill space.
FLONG—A sheet of heavy paper built up in layers, used in making a "dry" mat or matrix in stereotyping.
GALLEY—An oblong, metal tray with upright sides for holding type.
GALLEY PROOF—A proof from type on a galley before the type is made up in pages.
HEADLINE—An explanatory title line over an article in a newspaper.
KILL—To strike out copy or take out type not to be printed.
LAYOUT (Dummy)—A plan which indicates to the printer where to put each of the stories and advertisements.
LEAD—The first few sentences or the first paragraph or two of a news story containing the summary or the introduction to the story. (Pronounced "leed").
LINOTYPE—A typesetting machine that casts solid lines of type called slugs from molten metal. It is operated either manually by pressing keys on a keyboard much like a typewriter or automatically, by feeding pre-punched tape into a special machine attached to the linotype.
MAKE-UP—The arrangement of stories, headlines and pictures into columns and pages in preparation for printing.
MASTHEAD—The matter printed in every issue of a newspaper or journal, stating the title, ownership, management, subscription and advertising rates.
MAT (Matrix)—Usually a laminated "papier-mache" flong (see above) with impression of metal page form and contents.
NEWSPRINT—The paper on which newspapers are printed.
PROOFREADER—One who reads proof and marks the errors.
PUBLICITY—Advertising disguised as news, or announcements having some news value (business, clubs, etc.), generally prepared by the advertiser or agency employed by him.
RELEASE—To specify the publication of a story on or after a specific date.
SET—Type is set when it is arranged in words and lines in metal.
STEREOTYPE—A plate made by taking a mold from a mat. The plate goes on the press for printing the pages.
STYLE BOOK—The printed book of rules on typographical style to be followed by the newspaper's reporters, editors and printers.
SUBHEAD—Headings used in body of story to break the monotony of a solid column.

THE ASSOCIATED PRESS MANAGING EDITORS ASSOCIATION HAS ESTABLISHED A CRITERIA THAT ENABLES A GOOD NEWSPAPER TO JEDGE ITS OWN PERFORMANCE AND THAT GIVES THE PUBLIC A GUIDELINE TO JUDGE ITS COMMUNITY NEWSPAPER.

A GOOD NEWSPAPER

A good newspaper prints the important news and provides the information, comment, and guidance that is most useful to is readers.

It reports fully and explains the meaning of local, national, and international events which are of major significance in its own community. Its editorial comment provides an informed opinion on matters of vital concern to its readers.

By reflecting the total image of its own community in its news coverage and by providing wise counsel in its editorials, a good newspaper becomes a public conscience. It also must be lively, imaginative, and original; it must have a sense of humor, and the power to arouse keen interest.

To implement these principles of good editing requires a skilled staff, an attractive format, adequate space for news and comment, and a sound business foundation.

The staff must possess the professional pride and competence necessary to breathe life and meaning into the daily record of history. Good writing must be combined with an effective typographical display of copy and pictures to capture the full drama and excitement of the day's news. Good printing is essential.

News and comment of most immediate interest and importance to the local community shall have priority for the available space, which will depend on the size and resources of the newspaper.

To assure a financially strong and independent publication, and one that is competitive with other media, a good newspaper must maintain effective circulation, advertising, and promotion departments.

Finally, a good newspaper should be guided in the publication of all material by a concern for truth, the hallmark of freedom, by a concern for human decency and human betterment, and by a respect for the accepted standards of its own community.

CRITERIA OF A GOOD NEWSPAPER

A good newspaper may judge its own performance--and be judged--by the criteria that fol

ACCURACY

The newspaper shall:

- Exert maximum effort to print the truth in all news situations.
- Strive for completeness and objectivity.
- Guard against carelessness, bias, or distortion by either emphasis or omission.
- Correct promptly errors of fact for which the newspaper is responsible.

RESPONSIBILITY

The newspaper shall:

- Use mature and considered judgment in the public interest at all times.

Select, edit, and display news on the basis of its significance and its genuine usefulness tc the public.

Edit news affecting public mcrals with candor and good taste and avoid an imbalance of sensational, preponderantly negative, or merely trivial news.

Accent when possible a reasonable amount of news which illustrates the values of compassion, self-sacrifice, heroism, good citizenship, and patriotism.

Clearly define sources of news, and tell the reader when competent sources cannot be identified.

Respect rights of privacy.

Instruct its staff members to conduct themselves with dignity and decorum.

INTEGRITY

The newspaper shall:

Maintain vigorous standards of honesty and fair play in the selection and editing of its content as well as in all relations with news sources and the public.

Deal dispassionately with controversial subjects and treat disputed issues with impartiality.

Practice humility and tolerance in the face of honest conflicting opinions or disagreement.

Provide a forum for the exchange of pertinent comment and criticism, especially if it is in conflict with the newspaper's editorial point of view.

Label its own editorial views or expressions of opinion.

LEADERSHIP

The newspaper shall:

Act with courage in serving the public.

Stimulate and vigarously support public officials, private groups, and individuals in crusades and campaigns to increase the good works and climinate the bad in the community.

Help to protect all rights and privileges guaranteed by law.

Serve as a constructive critic of government at all levels, provide leadership for necessary reforms or innovations, and expose any misfeasance in office or any misuse of public power.

Oppose demagogues and other selfish and unwholesome interests regardless of their size or influence.

CANONS OF JOURNALISM

The American Society of Newspaper Editors

The primary function of newspapers is to communicate to the human race what its members do, feel, and think. Journalism, therefore, demands of its practitioners the widest range of intelligence, of knowledge, and of experience, as well as natural and trained powers of observation and reasoning. To its opportunities as a chronicle are indissolubly linked its obligations as teacher and interpreter.

To the end of finding some means of codifying sound practice and aspirations of American journalism, these canons are set forth.

I.

RESPONSIBILITY--The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power to any selfish or otherwise unworthy purpose is faithless to a high trust.

II.

FREEDOM OF THE PRESS--Freedom of the press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

III.

INDEPENDENCE--Freedom from all obligations except that of fidelity to the public interest is vital.

1. Promotion of any private interest contrary to the general welfare, for whatever reason, is not compatible with honest journalism. So-called news communications from private sources should not be published without public notice of their source or else substantiation of their claims to value as news, both in form and substance.

2. Partisanship in editorial comment, which knowingly departs from the truth, does violence to the best spirit of American journalism; in the news column it is subversive of a fundamental principle of the profession.

IV.

SINCERITY, TRUTHFULNESS, ACCURACY--Good faith with the reader is the foundation of all journalism worthy of the name.

1. By every consideration of good faith a newspaper is constrained to be truthful. It is not to be excused for lack of thoroughness or accuracy within its control, or failure to obtain command of these essential qualities.

2. Headlines should be fully warranted by the contents of the articles which they surmount.

V.

IMPARTIALITY--Sound practice makes clear distinction between news and expressions of opinion. News reports should be free from opinion or bias of any kind.

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1. This rule does not apply to so-called special articles unmistakably devoted to advocacy or characterized by a signature authorizing the writer's own conclusions and interpretation.

VI.

FAIR PLAY--A newspaper should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard; right practice demands the giving of such opportunity in all cases of serious accusation outside judicial proceedings.

1. A newspaper should not invade private rights or feelings without sure warrant of public right as distinguished from public curiosity.

2. It is the privilege, as it is the duty, of a newspaper to make prompt and complete correction of its own serious mistakes of fact or opinion, whatever their origin.

VII.

DECENCY--A newspaper cannot escape conviction of insincerity if, while professing high moral purpose, it supplies incentives to base conduct, such as are to be found in details of crime and vice, publication of which is not demonstrably for the general good. Lacking authority to enforce its canons of journalism here presented can but express the hope that deliberate pandering to vicious instincts will encounter effective public disapproval or yield to the influence of a preponderant professional condemnation.

NEWS PAGE
FACT-NOT OPINION

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NEWSPRINT (the paper on which newspapers are printed)

NAMEPLATE

EAR

EAR

DATELINE

FINAL

The Honolulu Advertiser

TODAY OF Monday Monsoon KGU

Mayor Acts After Negotiations Fail

PUC Asked To Order Bus Service

BANNER OR LIN

HEAD

Panel Urges LBJ:
Hit Where It Hurts

BODY TYPE

Hanoi Rejects
Thant Efforts

LEAD

Okinawa Chief Seeks
Raising of Aid Ceiling

LEAD

Vietnam To Proclaim
Constitution Saturday

UNITED PRESS INTERNATIONAL (wire service)

Kennedy Says No To Primary

Girl Reports Abduction
By Three Men, Rape

ADVERTISEMENT

Be a happier homemaker

with a modern, Automatic

GAS RANGE

Company Spurns All Proposals

BY-LIN

LEAD

ART half-tone

CAPTION in boldface type

New Reagan Budget Tops $5 Billion

28th Strike Day

ART

BODY TYP

INDEX 17

BOLD FACE TYPE

BODY TYPE

YOUR NEWSPAPER

A Living Textbook

The daily newspaper is a highly effective supplementary text. It's current; it deals in reality; it's part of the adult world.

There is nothing a teacher cannot teach a roomful of youngsters if she has newspapers and imagination. Hawaii's teachers alone have so many ideas for better teaching using the newspaper that is impossible to catalog them all.

This section of your Idea Kit touches on first a few ideas. They are only teasers. You will find you have dozens more of your own, once you start using the newspaper. You will also find that ideas developed by other teachers are easily adaptable to different grades and different levels of ability.

The newspaper in your classroom provides motivation to the reluctant reader; makes mathematics real to every child; brings history alive in the social studies class; gives a purpose to writing; aids in the development of critical analysis; gives a broader understanding of what is happening in the world.

Moreover, it can be marked, cut up, torn up, taken apart. Tomorrow you'll have a new text. It won't be easier to use than a standard text but it will help you do a much better job -- and that's what teaching is all about.

Newspaper in the Classroom

An Educational Project of the Hawaii Newspaper Agency

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TAKE IT SLOWLY!

Now you're ready to start. You have lots of background information yourself; you're excited about what you can do with a new but familiar medium; you have newspapers for your class.

Whether you are going to teach about the newspaper or whether you are going to introduce it to your youngsters as a supplementary text, take it slowly.

Do not assume that because the children see the paper at home everyday, they know all about it. They don't. They will need help sorting out information; they'll need help finding and using the index; they'll need help learning the difference between the news columns and the editorial columns. You'll be surprised how many children think that COD in an ad means "Come on down" or that a free press means the papers are given away at no cost.

What your students read in the newspaper and, even more important, how they evaluate what they read, will be the basis for most of their major decisions. It's up to you to teach them how to make best use of this medium.

A dozen hints from teachers follow. All come from Hawaii; all from teachers who have learned as they have taught.

1. Have plenty of background about the paper - how its put together, what it covers, who makes what decisions, the responsibilities that go with freedom to print, newspaper terminology, how news is gathered and so on.

2. Supply enough papers for each child in your class, just as you would a textbook. Then build up enthusiasm for this new text before you start using it. A bulletin board, a speaker, a film are all ways to do this.

3. If your students are very young - or just messy - staple the sections together.

4. On the first day you have papers, let the students read anything they want and talk about what they have read. You'll find out an awful lot about your students as well as stimulating interest in the paper.

5. Arrange a plant tour.....either for real or on film. Tell your class what it will see; then discuss later what it has seen.

6. Examine the paper page by page and section by section so that the students will understand the four functions of the paper -- to give facts, to give opinion, to serve, and to entertain. This will help them understand the kinds of writing in a newspaper, also.

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7. Develop a class newspaper, published at least three times during the year, based on a real paper.

8. Don't rush through a newspaper unit. The free press is an integral and influential part of our society. It deserves more than a two-week unit; so do your students.

9. Don't skip background information when you are using the newspaper to teach math, language arts, social studies, science. Your students need to know about the paper to use it best; you need to know about it to feel comfortable using it.

10. Don't try to avoid the comics or the sensational. You read the sensational first; so will your students. Your job is to put it into context and to build on whatever they are interested in.

11. Use newspapers as an on-going part of the curriculum. They are the only text most students will continue to read when they get through school.

12. Attend any workshops or seminars available on using the newspaper. They provide an excellent forum for the exchange of ideas between practicing teachers. They keep you in touch with both newspaper people and other teachers.

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DON'T AVOID THE COMICS!

Comics and cartoons fasinate youngsters. For one thing, they are interesting; for another, they are - sometimes - forbidden.

Don't feel you should avoid the comics. If you've put them in the right perspective in the paper - at the back - then you can put them in the right perspective in the classroom. But they are part of the American way of life and should not be ignored when you can do so much with them.

They are ideal for <u>teaching sequence</u>.

Have children cut a comic strip into frames, mix them up, then put them in sequence justifying the order. If the children cannot read, leave the bubbles in; if they can, take them out. This is ideal for seat work. Have several sets cut up and put in envelopes.

Have children tell the story in their own words, following from one frame to the next.

Let them make up their own comic strips, using the children in the classroom or making up entirely new characters.

<u>Language Arts</u>:

Teach concise writing and direct quotation by taking out the bubbles and having children write their own.

Have each child paste a comic strip on a large piece of paper. Have them write the conversation underneath in quotation marks.

Have students make a word bank from new words appearing in the comic strip.

Role play a comic strip for fun and also for oral work.

Have children draw their own strip. Decide first what sort of story it will tell.

Examine comic strips to find out whether they are funny, sad, teach a lesson, predict the future, examine a social problem.

Have the students write the story of a comic strip in their own words.

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Science:

Take a science fiction comic strip. Decide whether the predictions will come true.

List things appearing now in comic strips which may be part of the future. Have students talk about these and explain their own views.

List new words appearing in comic strips. See if children can find them in the news columns.

Cartoons:

Editorial cartoons are excellent for introducing youngsters to the editorial page. Even very young children can see that a cartoon is more than just a funny picture. Older children, with only a little help, can interpret cartoons very well. Save cartoons. You can always put them on transparencies for later use.

Here are a few things you might do:

Relate the editorial cartoon to either the written editorial or to the appropriate news story. Discuss why one is in picture form.

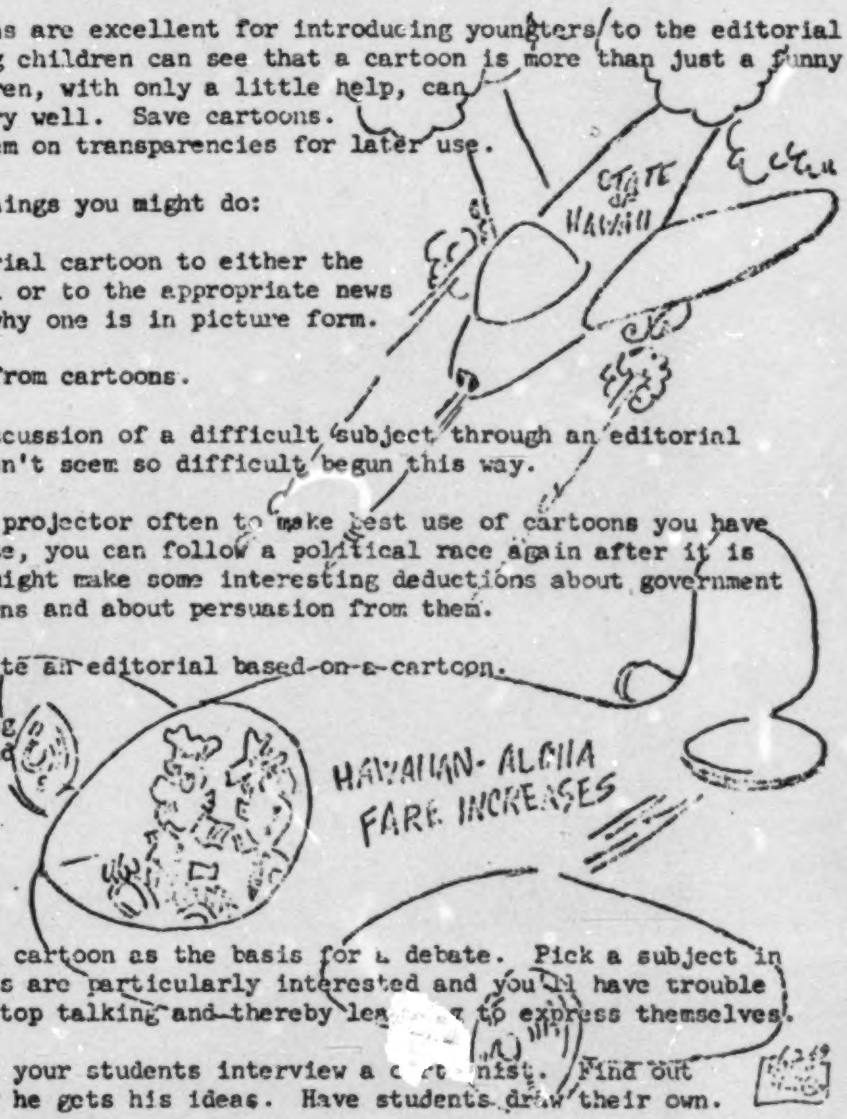
Teach symbolism from cartoons.

Introduce the discussion of a difficult subject through an editorial cartoon. It doesn't seem so difficult begun this way.

Use the overhead projector often to make best use of cartoons you have saved. With these, you can follow a political race again after it is over. Students might make some interesting deductions about government and about elections and about persuasion from them.

Have students write an editorial based-on-a-cartoon.

Remove any writing from a cartoon and have students write their own. Compare with the original.



Use the editorial cartoon as the basis for a debate. Pick a subject in which the students are particularly interested and you'll have trouble getting them to stop talking and thereby learning to express themselves.

If possible, have your students interview a cartoonist. Find out how he works, how he gets his ideas. Have students draw their own.

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Follow a comic strip for two or three weeks (or have committees where children pick their own); write the ending of a particular episode.

Social Studies:

Find places where comic strip characters are supposed to live. Have children work in committees and give reports to the class on those places.

Look for a comic strip dealing with a problem of society, such as Rex Morgan and drugs. Use this as a jumping-of point for discussion about drugs.

Have youngsters find out all the jobs that comic strip characters have. Do people in their own community have the same sort of jobs? Take a comic strip from another country -- e.g. Andy Capp. Why is the language different? Where does the action take place? What can you learn about the country from the comic strip?

Have children make up a comic strip from the time of Columbus or some other historical figure they are studying.

Mathematics:

Teach right angles, parallel lines, horizontal and vertical lines, diagonals from the comic strips.

Work out math problems based on something in the strip.

What percentage of the paper is devoted to comics? What percentage of the page?

Teach measurements from using the ruler to measure lengths and depths.

Teach dates from the dates appearing on each strip. Have children find these.

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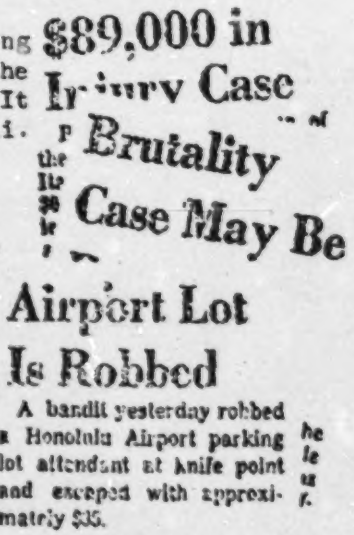
PUT "BAD" NEWS IN CONTEXT

If a newspaper did not print accounts of the murders, the bad accidents, the bank robberies, the hold-ups, it would not be read. The violence would still happen; it wouldn't go away because we ignored it in print.

News by its nature is generally bad. There's nothing newsworthy about all the cars proceeding smoothly over the Pali each morning bringing people to work in Honolulu. It is newsworthy, however, if one of them goes over the Pali. And the readers have the right to know about it so that they can avoid a similar accident.



$89,000 in Injury Case

Brutality Case May Be

Airport Lot Is Robbed

A bandit yesterday robbed a Honolulu Airport parking lot attendant at knife point and escaped with approximately $35.

If your house is robbed, you may not want it in the paper. But it's to the interest of your neighbors to have this piece of news so that they can protect themselves against a similar robbery.

Don't expect your class not to read the sensational news. That's what you read first in the paper; that's what they will read first.

Your job is to put the so-called bad news in context. It's your job to know that all kinds of other things are happening and it's your job to know why the newspaper headlines the robbery instead of the girl scout award winner.

A bad news story can be the spring board for all sorts of interesting learning activities.

Let the students read whatever they want to read the first day you have the papers. Let them talk about what they have read. Many of them will express opinions which will surprise you.

A particularly horrible murder may be just the lead you need to get your students interested in law enforcement; into penalties for crimes; into the operation of the police force as part of city government; into statistics about crime rate and how murders compare percentage-wise with other crimes. You may bring in geography if the story happened on the Mainland. You can teach time zones and distances and relative temperatures if you are smart enough to take advantage of the interest of the students in the story.

A front page story about marijuana at a local high school will be read a lot more thoroughly than a front page story about a new type of scheduling at the same school.

But the wise teacher will be able to teach a lot more about health from a story on drugs than from a health book.

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The death of a patient after a heart transplant may be a sad story but the implications of discoveries in medicine, new vocabulary, a discussion of how the whole body functions add a whole new dimension to the story from the standpoint of the teacher.

In a newspaper, you have the ideal medium for thoughtful discussion and understanding of violence. Newspapers generally treat such things in depth and the wise teacher, interested in teaching values as well as in facts, will encourage her students to read such stories thoroughly, to look at both sides of the story, to evaluate and judge.

A teacher - or a student - who says there is only bad news in the newspaper is only giving a poor excuse for not taking the time to read either the whole story or the whole paper.

Have students find "good" news and keep a file of it. There is more in every issue of the paper than you expect. Because it's not as eyecatching, it's overlooked.

Follow a crime story with a visit to a court, with an invitation to a judge to come and talk to your class or an invitation to a policeman. Have your students write the ending to an unfinished sensational story.

If a prisoner escapes, have a committee find out all it can about conditions at the prison, how many other prisoners have escaped, how many have been recaptured, who runs the prison system.

Involve them enough in all the activities that surround a crime and they will become so interested and learn so much that the reporting of the crime itself becomes just one thing among many others.

If something dramatic happens that your students have seen, have them write reports of what they saw. Compare these. Discuss why they are different. If the event has also made the newspapers, use this as a means of improving writing, improving observation, improving listening.

Whatever you do, do not encourage your students to hide their heads in the sand. You are educating them to meet the world and the world, whether we like it or not, contains murderers and peddlers of drugs and people who drive when they shouldn't and kill other people.

MEET THE WORLD

And don't use the excuse of "bad" news not to use the newspaper. If you do, you too are being an ostrich and you can't be an ostrich and a good teacher all at the same time.

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IT'S NEVER TOO EARLY TO START

Newspapers in kindergarten? Yes, say many Hawaii teachers.

"We don't challenge children enough, even in the lowest elementary grades," they say. "The children come to school with a great deal of information gained from television. We hand them a book which does not relate to any of the things they already know and we lose them to boredom."

A group of teachers at Barber's Point in 1967 decided to do something about it. They compiled a booklet, available through the Hawaii Newspaper Agency, on using the newspaper to teach kindergarten and first grade.

Their rationale is that the newspaper is familiar, adult, and interesting. It's never too early to introduce them to the medium which will influence their lives.

These teachers have found that there is much in the newspaper even very young children are interested in. They have found that cutting out letters, for instance, makes it easier for the children to learn the letters; that putting together their own names from big headlines or advertisement type teaches them faster than any other methods.

Do two things for your very young children. Staple the pages of the paper together for ease of handling. Let the children sit or lie on the floor to work with the paper. Also, as with older children, let them find something that interests them and talk about it. You'll find some non-verbal children becoming very talkative; you'll also learn a lot about the youngsters in your class.

Here are a few things the children can do:

* Learn to count by turning the pages.
* Learn top from bottom, left from right, up from down, front from back by working with the newspaper.
* Learn to match capital and small letters.
* Find the letter starting the child's own name. Match this with other words in the newspaper.
* Learn to color within the lines by using the comics and cartoons.
* Learn to classify articles by cutting out all the fruit, all the automobiles, all the houses, all the men or women.
* Build a family from pictures in the paper.

* Cut out pictures of all the people who help in the community - firemen, policemen, doctors and so on - and put them on the bulletin board.

* Have an oral newspaper with the children being reporters by telling stories.

* Look at a picture in the paper. Talk about what's in it and what story it tells.

* Find sets to teach numbers. e.g. five spoons in an ad; eight handbags; three houses and so on. Put these on charts with both the number and the word.

* Decide what comic strip characters are saying. Or cut up the frames of a comic strip and have the children put them together in sequence.

By the time a child starts school, he is aware that a newspaper comes to the house everyday. It's never too early to start showing him how this important medium can be useful to him.

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MOTIVATION FOR READING

"No big seventh grader who can't read wants to be seen carrying around 'Six Ducks in a Pond' but he's proud to be seen reading the newspaper."

"The boys in my class all told me that they could not read....but I soon found that they could read the sports pages and the surfing column."

Two different teachers -- one an English teacher, the other a teacher of educable mentally retarded children -- with the same problem -- how to entice their students to want to read.

Both solved it with the newspaper. Claude Lineberry, the first teacher, found that his slow readers liked to find things they understood and were interested in the paper. Mrs. Mee Quai Loo, the second teacher, seized on the outdoor interests of her special class as the base from which to attack their reading problems.

It was the base from which to attack other problems also. For instance, Mrs. Loo had been trying to teach percentages for some time without much luck. Then one of her boys who had become proud of reading other sections of the newspaper brought in a Sylvia Porter column which mentioned how many houses in every hundred in the United States have outdoor bathrooms. Mrs. Loo taught percentages there and then. The students were interested; because they were interested the understanding and the answers came more easily.

Many children are not given enough motivation to read. Or they have a bad teacher early in their lives and they never recover.

Sometimes showing them the need to read and then making them proud of their accomplishment is all that is necessary. A child who thinks he's missing out on something by not reading will want to read. A child who is proud of what he is doing will do better.

Here are some things you might try:

* Make the newspaper itself as exciting as possible so that the student will want to read. It is an exciting business - build on this. Have someone from the paper talk to your class; take your class on a plant tour; borrow films from the Agency.

* Have enough papers for each student. Give them the same sense of pride in having a newspaper of their own each day as you give them when you hand out a new textbook.

* Let them read anything they want the first day and talk about it.

* Ask them to imagine that they cannot read and no-one in their family can read. Then have them decide how they'd go about buying a used car or a bicycle or whatever interests them.

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* Have boys make reports to the class on what is going on in sports; have girls make reports on fashion and social news.

* Find out enough about one particular important story (e.g. a bank robbery or the assassination of President Kennedy) to make it interesting and exciting for your class.

* Teach them how to discover things for themselves from the paper - e.g. what is playing at the movies; who won the game the previous Saturday; how most high school students wear their hair; why a particular accident happened the previous night.

* Have students play reporter, making sure they understand that every time they tell anyone about anything, they are being reporters.

* Show them how important reading is to buying a house, shopping for groceries, looking at the muumuu ads, knowing about an election, finding a pet.

The newspaper has built-in motivation. It is reality. It deals in problems students are interested in. It is part of the adult world of which the student cannot wait to be a part. It's today and yesterday and tomorrow - not a hundred years ago. It has something in it for everyone.

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TEACHING CURRENT EVENTS

For social studies -- particularly for current events -- the newspaper is indispensable. No teacher can teach current events or American problems adequately without newspapers in his classroom each day.

It is becoming imperative that we teach less about the War of 1812 and more about the wars in our own cities.

The Weekly Reader is no substitute for the daily newspaper. Neither is the news magazine. Both look at what has already happened; neither at events as they are happening.

If you're teaching current events, don't fall into the bring-a-clipping-to-school trap. No good teacher believes for a minute that the child who brings a clipping from the morning paper to school knows what it's about.

The child cuts - or more frequently tears - it out as he's leaving the house and the fact that it came from the paper is about all he knows about it.

A current events period (and you should have one every day) needs much planning and much follow-up. It also requires that the teacher himself be well-informed. This should be no problem for the teacher who is really doing his best to educate the child for the future.

Approached properly, the current events period can be the most stimulating and interesting time of the day. It can also be fun - both for you and for your students.

Here are a few ideas you might try:

* Play news bingo. Have cards like regular bingo cards. Ask questions from the day's news requiring one-word answers. Have students write the answers and put them on the appropriate squares.

* Cut out large headlines but eliminate some of the letters. Have a contest each morning to build the right headlines.

w i Po tion

Tops ,000 Mark

* Have students identify pictures of men and women in the news, either orally or by writing about them.

* Divide the class into teams. Have one team ask questions about news of the day; have the other team answer. Alternate.

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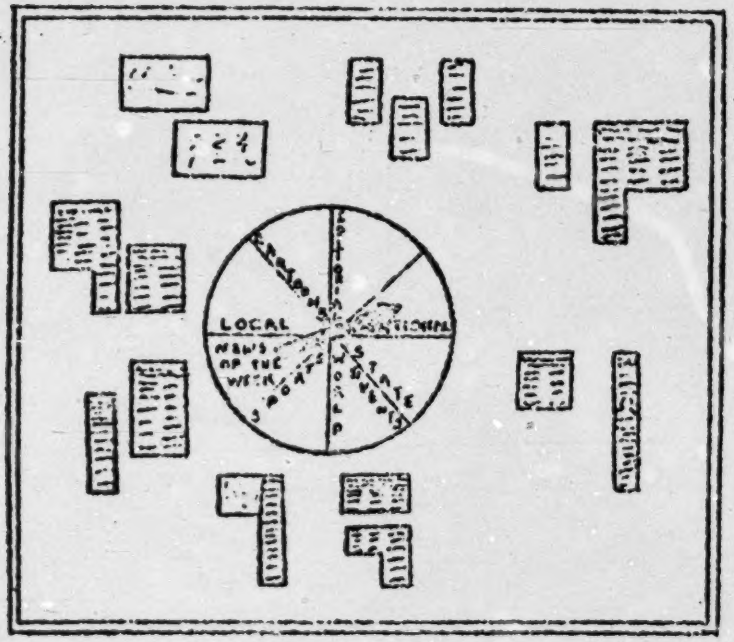
* Divide into boy-girl teams. Have boys read headlines, girls supply the outline of the story and vice versa.

* Play "Let's Outguess Harry Lyons." Throughout the week have students keep a list of stories that they think will appear in the Harry Lyons' Monday roundup in the Advertiser. Have students keep score. Give stars or other prizes.

  With a more advanced class, you can do the same thing. Debate why a a certain story was included or left out.

* Have class follow a controversial subject. Have them bring to class stories about the subject; editorials pro and con; letters to the editor. Build a bulletin board, dividing fact from opinion.



* Divide class into committees. Assign topics in the news for each committee to follow and report on to the class. Question those who listen to make sure they are learning.

* Have one committee each week role-play a local story. Encourage the rest of the class to ask questions and seek further information.

* Have a debate on a controversial issue - or hold an election after following the election campaigns of two candidates.

* Use exciting stories as springboards to learning. For instance, from a report of a bad accident lead the class into study of the courts, police protection, statistics on crime, crime prevention, safety rules and how to follow them. This can be done by assigning committees and having them report. Make sure that each committee member does his share of the work.

* Have a period on Friday when the students discuss the outstanding news of the week.

* Or have a television news session each week where a roundup of the week's news is given in broadcast style.

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WRITING FOR A PURPOSE

The only reason for any writing is to have it read. If it's not read, it simply becomes black marks on a white sheet of paper.

If the writing in a newspaper is not read, the newspaper will soon be out of business. The paper therefore supplies the best basis for teaching children to write for a purpose.

Generally speaking, students graduate from high school unable to write so that it will be read. Too many teachers feel that the longer a sentence is the better it is and that, if someone writes something, someone else should read it.

Children do a lot of writing in some classes but they write for the wrong reason -- to get a grade, to please the teacher, to test their spelling, to find out how they use adjectives. This is not enough.

The emphasis must be changed if we are to develop good writing. Students must be taught to write for a particular audience. The aim of all their writing must be to entice someone to read it.

It must entice the reader in just the same way a newspaper entices a reader into the story.

Newspaper writing is not the same thoughout the paper. It communicates different things to different people and uses different techniques to get the messages across. It therefore supplies the best model there is to students wanting and needing to become skilled in communications.

Let's look at some newspaper audiences and some of the ways writing differs.

There's the audience that wants facts - clear, straightforward, concise facts. News writing is clear, straighforward, concise and factual.

There's the audience that wants to examine issues - preferably in depth. Editorial writing does this. It examines the issue and draws a conclusion. The conclusion is the opinion of the editor and of the paper but the audience may reach a different conclusion.

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There's the audience that wants to be amused. So the newspaper has its columnists, its cartoonists, its comic strips, its writers of the horoscope. The writing will be different because the purpose is different.

There's an audience for the sports pages; another for the fashion news; another for the food section or the stamp column. A sports story has language all its own, and the student only understands it because he has grown up with the sports pages.

Examine the differences between a sports headline and the headline on a fashion story or on a front page story. You'll teach more about English usage from one headline than you will in a week from a textbook.

There is another important audience - the audience for advertising. The most important news items in a paper on one particular morning may be the price of muumuus downtown. Ads are written to attract the attention of buyers and, if the writing is such that buyers are not attracted, then there is something wrong with the communication.

The point is that if the whole newspaper were written in editorial style, only those who wanted to read in depth would read it. The same thing is true of students. If all their writing outside the classroom follows one format, most of it is not going to be read.

The newspaper offers models for letter-writing; for advertiisng writing; for applying for a job or selling a house; for filling in coupons; for expository writing; for argument; for humorous writing; for use of idiom; for reviews and interviews.

What's more - what is written gets read, not just because it is there but because people want to read it. This is what you should aim for with your students - to have them write so that someone wants to read it.

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MAKING MATH REAL

A teacher at Waipahu Intermediate School has provided the copy for two booklets published by the Hawaii Newspaper Agency and recommended highly for any teacher of mathematics. Each sells for 50 cents and each contains a wealth of exciting material.

Mrs. Mee Quai P. Loo believes that the primary function of a school is to prepare children for life with all its economic and social problems. Her booklet, "Using The Newspaper To Teach Math To Slower Learners," makes the point that there are some children who will never be able to grasp an abstract mathematical concept but must know how to buy a bus ticket or make change in a store.

The book, while written from her classroom experiences with a special class, is so practical that all elementary math teachers should use it.

Her second booklet is called "Using The Newspaper to Teach Educable Mentally Retarded Children." Again, her philosophy applies to all children and all her ideas are applicable to any grade or ability level.

Both are available from the education office of the Hawaii Newspaper Agency.

Mrs. Loo recommends that teachers stop thinking of math as a 40-minute period during the day, an isolated subject that is put aside when the next subject comes along. She stresses that math is part of life; that it is found in almost every newspaper article as well as in ads and graphs and tide tables. She integrates her mathematics into everything else the child is doing so that he learns that math is when father buys a new car or when mother makes up a recipe or when girls spend more money on clothes than boys.

Mrs. Loo's philosophy of teaching applies to any subject matter. "When the interest is high, the answers come easily," she says. And she believes that the interest is high if the students use a text that relates to their own lives -- the daily newspaper.

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pecan pie surprise bars

1 package (18½ ounces) Pillsbury Butter or Yellow Cake Mix
½ cup butter or margarine, melted
1 egg
1 cup chopped pecans

Filling
⅓ cup reserved cake mix
½ cup firmly packed brown sugar
1½ cups dark corn syrup
1 teaspoon vanilla
3 eggs

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BULLETIN BOARDS

Effective bulletin boards reinforce learning. Their primary purpose should not be to look good to the principal but to teach the students.

Most teachers have trouble with bulletin boards. Some make beautiful ones themselves, change them frequently and never talk about them with the children.

Some don't allow the children to help because then the end product won't be as pretty or symmetrical or neat.

The good teacher will make his bulletin board relevant to whatever is being studied in class. The best teacher will have the children build bulletin boards.

Harry Wong teaches fifth grade at Pauoa School. He's an expert in communications. Therefore, he's an expert at bulletin boards because communication must be their primary purpose.

Here is one Harry's class did. They took red, white and blue butcher paper and hung it in panels on a wooden backdrop. The red was labelled "Communism," the blue "The Free World," and the white, in the middle, "Is There A Bridge?" The students brought in articles and pictures about Communism, about the free world and they examined and brought in articles about things that might bridge the gap -- the United Nations, the suggested peace talks, the Peace Corps and so on. Material going up on the board was suggested and accepted by the students.

Along with this, Harry had a black and white bulletin board. As the students collected material for the red, white and blue board, they also learned about the newspaper itself. One side of the second bulletin board was labelled "Fact", the other "Opinion". In the middle was newspaper terminology. The children brought news stories and editorials to school; they also brought clippings from the paper to illustrate a by-line, a date-line, a masthead and so on.

Never place news clippings on a bulletin board without discussing them. The clipping of a current event means nothing unless the child knows what it is about. Let him make a report, answer questions from the class, talk about why the particular news is interesting to him -- then put it on the board. You've done enough background work so that others will be enticed to read it.

Have your class work in committees and perhaps have two or three bulletin boards in the process of development.

Put newspaper pictures without captions on the bulletin board. When children have free time, have them write captions. Be sure that the best captions also go up on the bulletin board.

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With young children, play "Be a Reporter." Again have pictures on the bulletin board. Let them go to the board, as a reward, and write stories about the pictures.

Have pictures of famous people on one side of the bulletin board; have students bring articles identifying the faces.

Each morning, put the major headline of the day with some letters missing on the bulletin board. Have students fill in the missing letters and then go on to examine the news.

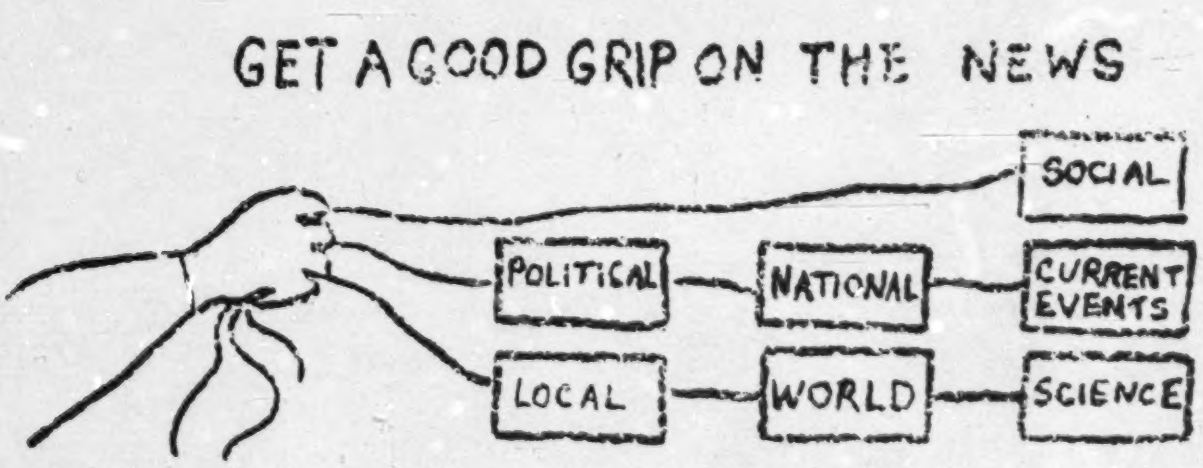
Have a bulletin board that shows different kinds of writing - sports writing, fashion writing, double-meaning headlines and so on. Discuss the reasons for this and have students write their own articles.

Have a bulletin board newspaper for very young children. They write their own stories or draw their own pictures and you build a paper for them.

Have a bulletin board with a map of the world. With thread and pins relate news stories to the particular place on the paper. Use a globe in conjunction with this.

Build a bulletin board for outguessing Harry Lyons. Have students decide through the week and put on the bulletin board the stories they think Mr. Lyons will have in his editorial cartoon on Monday. Discuss why some are not used or some used that the students did not anticipate.

Following are several examples of bulletin boards for elementary classes. They were used by Mrs. Hazel Severance, a beginning teacher supervisor at Barber's Point Elementary School.



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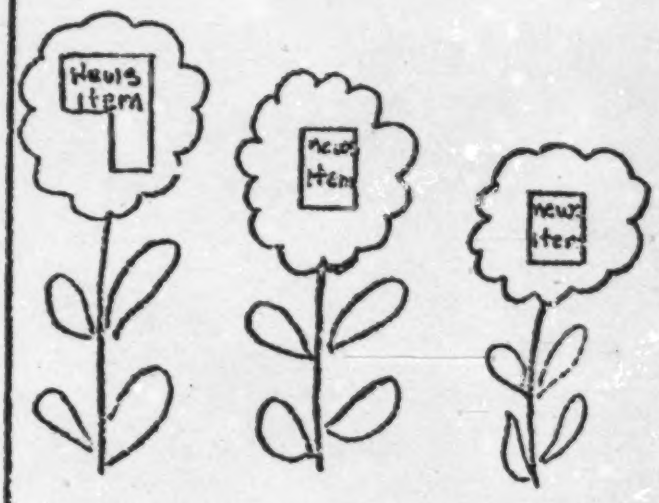
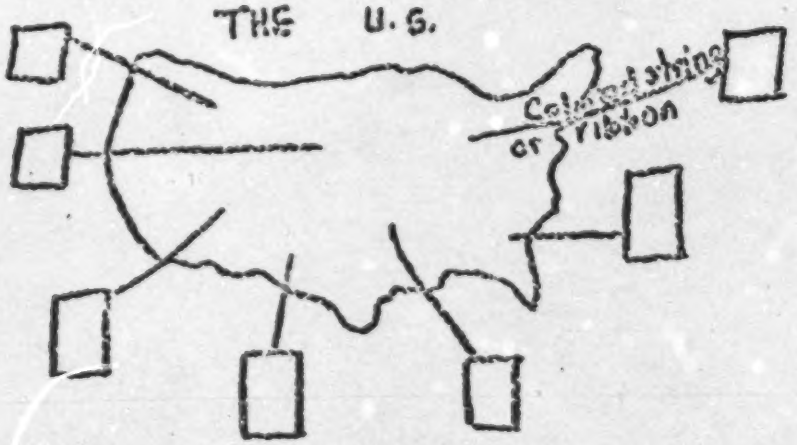
READ THE LATEST IN THE NEWSPAPER



GROWING WITH NEWS

A STRING OF CHRISTMAS NEWS ITEMS

WHAT'S HAPPENING IN THE U.S.



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SEATWORK -- A REWARD

What do you do with the child who has finished his allotted work ahead of the rest of the class? Do you give him more of the same even though he has shown he is better than the rest? Do you give him something that seems more like a punishment than a reward? Or do you have material from which he can work, having fun (for that is his reward) but also learning?

The newspaper is ideal for seatwork. It can be cut up and torn up and marked and no-one worries about it. Teachers have turned in so many ideas to us that it is impossible to do more than tap the surface. Once you've started, you'll dream up even better ones, I am sure.

* Put pictures with captions cut off in envelopes. Have students write captions and then compare with the real ones.

* Take the bubbles out of comic strips. Have students write their own dialogue.

* Cut comic strips into frames and put in envelopes. Have students arrange them in sequence.

* Keep news articles. Have students write editorials on the same subject.

* Have one envelope full of faces, the other full of names. Match names to faces.

* Make up math problems from the grocery ads.

* Let students furnish a house from things cut out of newspaper. Have them compute tax and the total cost.

* From a selection of travel ads, have student decide where he wants to go, draw up an itinerary, calculate cost, measure distance.

* Do crossword puzzles allowing students to use the dictionary.

* Following the format of the horoscope, write a horoscope for a close friend in the class.

* Make up one's own name from letters cut from the headlines.

* Classify items you have cut from the paper - or allow the students to cut their own. e.g. all the things that go in each room of a house or all the animals or plants or people.

* Or let the child read the newspaper in a special part of the room and then let him report back to the class on what he learned.

* Let two or three children work on a news cast to be presented the following morning or later the same day.